Profile Narrative Report Interpretive Guidance
for Grade 3
Iowa Department of Education

This leaflet was designed for use by parents of Iowa students to provide interpretive information about scores from the Iowa Tests. In particular, this information offers assistance in determining the achievement level of a student in relation to the standards adopted by the Iowa Department of Education for purposes of the No Child Left Behind Act (NCLB). The law requires public school districts to report annually each student's level of proficiency in reading comprehension and math to the parent or guardian.

The scores shown by the bar graph on the left side of the Profile Narrative Report are labeled NPR, meaning National Percentile Rank. The NPR tells the percent of students in the same grade who obtained lower scores than this student did when tested at the same time of year. So if the NPR for Reading Comprehension is 48, for example, this means that 48% of the students in this same grade in the nation obtained lower scores.

For purposes of NCLB, the achievement of Iowa students is described in NPR score ranges as Low, Intermediate, and High. Students with NPRs of 1-40 are in the Low level, those with NPRs from 41 through 89 are in the Intermediate level, and those with values from 90 to 99 are in the High level. Each state is required to decide which levels of achievement are considered proficient and less-than-proficient. In Iowa, the Low level as defined above is "Less-than-Proficient" and the Intermediate and High levels together are regarded as "Proficient". What this means in reading and math at this student's grade level is shown below.

Reading Comprehension

Low: Seldom understands factual information or new words in context. Rarely is able to make inferences and interpret nonliteral language or information in new contexts. Seldom can determine a selection's main ideas or analyze its style and structure.

Intermediate: Usually understands factual information and new words in context. Often is able to make inferences and interpret either nonliteral language or information in new contexts. Sometimes can determine a selection's main ideas and analyze its style and structure.

High: Understands factual information and new words in context, is able to make inferences, and can interpret nonliteral language and information in new contexts. Usually can determine a selection's main ideas and analyze its style and structure.

Mathematics (Math Total)

Low: Sometimes can understand math concepts, but seldom is able to solve word problems, use estimation methods, or interpret data from graphs and tables.

Intermediate: Usually can understand math concepts, interpret from graphs and tables, and solve word problems. Sometimes is able to use estimation methods.

High: Understands math concepts, solves word problems, and interprets data from graphs and tables. Usually is able to use estimation methods.